



Excelsior Middle

212 Culp St.
Union, SC 29379

Grades	6 Middle School	
Enrollment	306 Students	
Principal	Mickey Connolly	864-429-1725
Superintendent	Dr. David L. Eubanks	864-429-1740
Board Chair	Dr. Wanda R. All	864-429-0746

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	N/A	N/A
2005	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

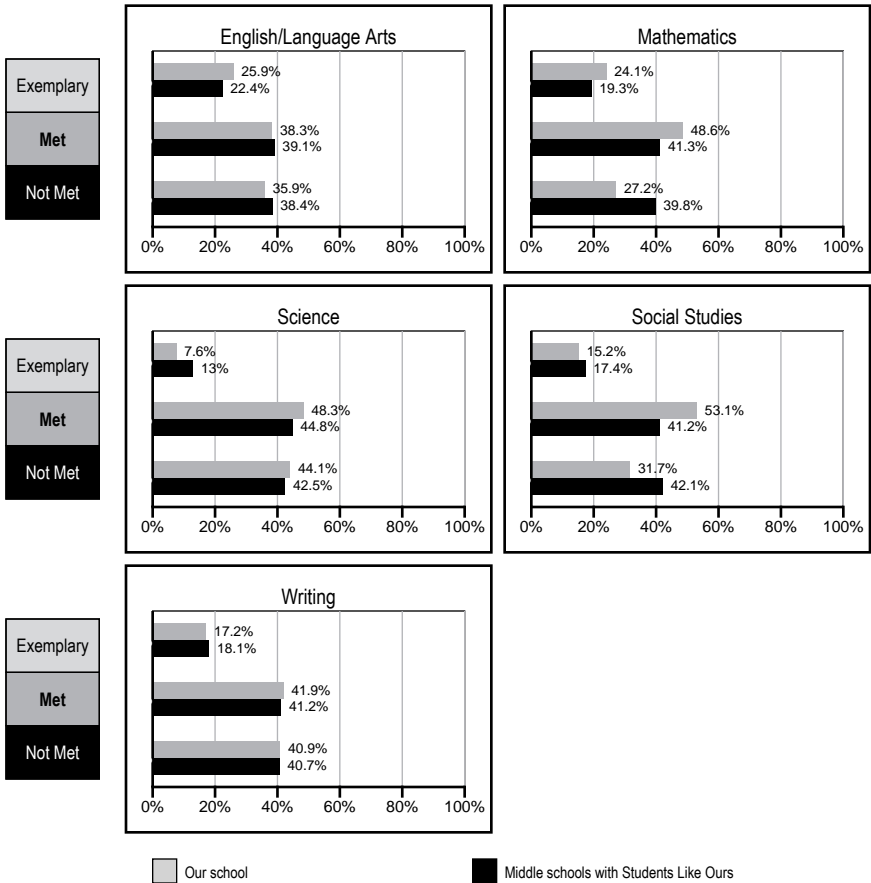
96.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	29	16	3

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	92.1%
English 1	N/A	90.5%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	N/A	91.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=306)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	18.3%	21.6%
Retention rate	2.0%	Down from 3.9%	1.8%	1.2%
Attendance rate	95.4%	Up from 95.1%	95.4%	95.9%
Eligible for gifted and talented	8.6%	Down from 9.6%	10.9%	14.8%
With disabilities other than speech	22.1%	Up from 21.9%	14.4%	12.6%
Older than usual for grade	2.9%	Up from 2.5%	3.6%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	No Change	1.0%	0.6%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=23)				
Teachers with advanced degrees	65.2%	Up from 45.0%	56.3%	56.9%
Continuing contract teachers	73.9%	Up from 70.0%	67.6%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	8.8%	5.3%
Teachers returning from previous year	81.4%	Down from 88.5%	78.1%	82.9%
Teacher attendance rate	95.4%	Up from 94.7%	95.2%	95.2%
Average teacher salary*	\$49,058	Up 8.8%	\$45,812	\$46,599
Professional development days/teacher	12.4 days	Up from 11.8 days	11.4 days	10.8 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 21.7 to 1	19.3 to 1	20.1 to 1
Prime instructional time	90.7%	Up from 88.9%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.8%	Down from 99.1%	97.8%	97.8%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil**	\$6,136	Up 1.4%	\$8,062	\$7,645
Percent of expenditures for instruction**	71.2%	Down from 72.5%	62.7%	63.4%
Percent of expenditures for teacher salaries**	67.5%	Down from 69.1%	55.2%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

At Excelsior Middle School, our motto is Exploring Today and Leading Tomorrow. Our dedicated staff endorses this motto by challenging our students daily with strong instruction and high expectations. Our staff works daily to foster leadership skills, respect for others, and a positive attitude to prepare our students for a successful future.

2008-2009 was a year of transitions as we embarked on “One Last Exploration” for EMS. After losing 5th grade to the elementary schools, we focused all of our attention on being a 6th-grade-only school while at the same time preparing for our merger with Sims Junior High School. Our school continued to participate in the district initiatives of MAP and Benchmark testing to monitor student academic growth over the school year. With the implementation of a new district-wide Academy Time, we continued the incorporation of a comprehensive reading program focusing on Junior Great Books to foster critical thinking skills. The Academy Time also allowed an opportunity to address remediation needs in our students for math and building reading skills utilizing math kits, SRA, Learning Literacy Program, and a Thinking Readers Program. Academy Time also provided an opportunity for enrichment in areas such as writing, grammar, Reader’s Theater, Academic Challenge, Odyssey, and Self-Selected Reading with conferences.

Dollar General and the Reading Is Fundamental Foundation continued to support our effort to put books in every child’s hands. We are excited about these initiatives, which assist us in targeting the instructional needs of students. Our teachers continue to expand their knowledge of research-based strategies and curriculum development by participating in various continuing education courses and workshops. We have increased our capabilities and use of instructional technology with Smart Boards, additional computers, and LCD projectors.

Students and faculty continue their strong support for Relay for Life with numerous fundraising events, including sponsoring the Sixth Annual Cow Patty Festival. Other charitable efforts that receive our support include the Annual Christmas Can Drive for the Salvation Army, the March of Dimes Walk-a-thon, and the local animal shelter.

This year, we received over \$25,000 in teacher-initiated grants. These grants enhanced our academics, our arts programs, and our school environment. Our business partners & mentors have been very helpful to our academic programs.

The accomplishments of our students and staff are to be commended. We have an active chapter of the National Junior Beta Club for our academic achievers and several other extracurricular activities to provide for whole-child development.

Our ongoing focus is to continue improvements in student achievement and to improve our percentage of students meeting or exceeding standards on state testing.

Kathy Taylor, Principal
 Andy Fowler, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	275	167
Percent satisfied with learning environment	86.4%	74.4%	80.1%
Percent satisfied with social and physical environment	81.8%	73.0%	73.2%
Percent satisfied with school-home relations	81.8%	82.5%	69.5%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	N/A		1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	298	100	36.7	37.8	25.5	78.2	78.2	82.8	Yes	Yes
Gender										
Male	160	100	38.9	37.6	23.6	73.9	75.5	79.3	N/A	N/A
Female	138	100	34.3	38	27.7	83.2	80.9	86.5	N/A	N/A
Racial/Ethnic Group										
White	159	100	25.8	34.8	39.4	83.9	83.7	89.5	Yes	Yes
African American	135	100	49.6	42.2	8.1	71.9	69.5	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	92.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	80	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	65	100	66.1	30.6	3.2	48.4	52.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	219	100	43.1	38.5	18.3	73.9	73.7	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	298	100	28.2	48	23.8	80.3	77.2	78.9	Yes	Yes
Gender										
Male	160	100	33.1	45.2	21.7	77.1	76.8	77	N/A	N/A
Female	138	100	22.6	51.1	26.3	83.9	77.6	80.9	N/A	N/A
Racial/Ethnic Group										
White	159	100	20.6	45.8	33.5	85.8	82.1	87.2	Yes	Yes
African American	135	100	37	51.9	11.1	74.1	69	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	86.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	65	100	56.5	40.3	3.2	59.7	51.5	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	83.3	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	219	100	32.6	48.6	18.8	78	72.1	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	149	99.3	44.5	47.9	7.5	55.5	61.9	67.5
Gender								
Male	85	100	49.4	42.2	8.4	50.6	63.3	67
Female	64	98.4	38.1	55.6	6.3	61.9	60.5	68
Racial/Ethnic Group								
White	79	100	29.9	57.1	13	70.1	70.5	79.5
African American	69	98.6	N/AV	N/AV	N/AV	38.2	47.8	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	31	100	N/AV	N/AV	N/AV	26.7	34	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	59.6
Socio-Economic Status								
Subsided meals	114	99.1	50	45.5	4.5	50	55.4	55.1

Social Studies

All Students	149	100	32.7	52.4	15	67.3	67.1	72.3
Gender								
Male	75	100	32.4	44.6	23	67.6	68.8	71.5
Female	74	100	32.9	60.3	6.8	67.1	65.2	73.2
Racial/Ethnic Group								
White	80	100	24.4	53.8	21.8	75.6	72.7	80.7
African American	66	100	42.4	50	7.6	57.6	57.1	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	81.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	34	100	56.3	40.6	3.1	43.8	41.3	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	67.9
Socio-Economic Status								
Subsided meals	105	100	38.1	53.3	8.6	61.9	61.7	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	296	98.3	40.5	42.2	17.3	59.5	61.1	70.2	95.4	95.6
Gender										
Male	159	98.1	47.4	38.3	14.3	52.6	55.5	63.2	95.1	95.5
Female	137	98.5	32.6	46.7	20.7	67.4	67	77.5	95.7	95.7
Racial/Ethnic Group										
White	158	97.5	30.9	45.4	23.7	69.1	68.4	79.1	94.8	95
African American	134	99.3	51.9	39.1	9	48.1	49.4	57.6	96.1	96.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	86.2	95	96.2
Hispanic	3	I/S	I/S	I/S	I/S	I/S	73.3	62.6	96.7	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	96
Disability Status										
Disabled	60	96.7	87.5	10.7	1.8	12.5	19.1	26.1	95.2	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75	61.2	96.9	97.3
Socio-Economic Status										
Subsidized meals	219	98.2	46.3	40.7	13.1	53.7	53.1	58.9	95.1	95.2

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	298	100	36.7	37.8	25.5	63.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	298	100	28.2	48	23.8	71.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	149	99.3	44.5	47.9	7.5	55.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	149	100	32.7	52.4	15	67.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	296	98.3	40.5	42.2	17.3	59.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample